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ABSTRACT

Development of three individualized education programs (IEPs) to establish manual communication skills with severely and profoundly retarded nonverbal normal hearing students resulted in identification of areas of concept formation, long range goals, short range objectives, strategies, and evaluative techniques that were generally effective for all three students. A chart lists 10 short term objectives with associated techniques/strategies, evaluative techniques, and special materials and equipment needed. Appended are an overview of IEP requirements and an annotated bibliography of literature concerned with the development of manual communication skills for nonverbal normal hearing severely and profoundly retarded students. (DB)

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Management Program

for

Nonverbal, Normal-Hearing

Special Education Students

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Management Program for Nonverbal, Normal-hearing

Special Education Students

Students with normal hearing who are nonverbal present a unique challenge to the therapist whose goal is to teach these students to communicate effectively with persons they encounter in daily life situations. The reasons for the lack of speech development may be several: severe motoric involvement of the speech musculature, severe to profound mental retardation, or perhaps a combination of several factors, including autistic-like behaviors. For whatever reason(s) that speech is not forthcoming, there is a mode of communication which can be developed with this population; the level of sophistication which is achieved is dependent upon the individual student.

Manual communication, from its most rudimentary form to Signed English, is an avenue of communication that is accessible to many nonverbal students. The restrictions in the development of manual communication skills are determined by the limitations of the individual; physical and intellectual handicapping conditions will necessarily have a strong influence on the establishment of realistic communicative goals for students.

In three different situations, including a public school class for the profoundly retarded, Individualized Educational Programs (IEPs) were formulated for the purpose of establishing manual communication skills with nonverbal normal-hearing students. There are several features of the three IEPs which were identified as being generally effective with all three of the students. The broad areas of concept formation included the following: following simple directions, building a core vocabulary of elementary signs, learning their name and utilizing it with possessions, describing simple actions, asking questions, and answering "yes" or "no" in response to questions.

The long-range goals of the management program were: (1) to establish survival-level skills in communication, (2) to establish two-word utterances, which form the semantic basis of beginning language, and (3) to develop the ability to generalize learned signs into various communicative situations.

The development of an IEP must give consideration to the individual therapy client; however, there are some general guidelines which are helpful in the management of students who are enrolled in a manual communication program. This IEP identifies the short-range objectives which should be met in order to attain the previously stated long-range goals. These short-range objectives are stated operationally. The evaluative techniques demonstrate the amount of change in behavior, not only in percent correct response but also in carryover of learned signs into various environments.

Two appendices have been included: Appendix A contains an overview of IEP development; Appendix B is an annotated bibliography of literature concerned with the development of manual communication skills for nonverbal, normal-hearing severe and profoundly retarded students.

Appendix A

The purpose of the Individualized Education Plan is to assure that each student's educational program is based on individual needs. Following the completion of the assessment process and the determination that Special Education services are indicated, the IEP Committee develops the student's IEP.

The IEP, according to PL 94-142 must include information in the following areas:

I. A Statement of the Child's Present Level of Performance

The basic learning areas in which current levels of performance should be reported:

Communication Skills

oral and written language
reading
speech
vocabulary

Conceptual Skills

number concepts
arithmetic processes and reasonability to use information in daily experiences

Psychomotor Skills

gross
fine motor and perceptual motor activities
functional utilization of skills

Social Skills

adjustments to group
student/teacher and student/student relationships
self-concept
social maturity

Career Awareness and Pre-Vocational/Vocational Skills

development of attitudes toward work experience
awareness of various occupations
training in specific job skills

II. A Statement of Annual Goals

The statement of annual goals is an anticipation of progress that the child will make during the service year.

III. Short-Term Instructional Objectives

These objectives identify the intermediate behaviors that the child will accomplish in working toward the annual goals.

IV. Statement of the Specific Education and Related Services to be Provided to the Child

This component should state specifically what service is needed, the frequency of contact, and whether additional services such as transportation or medical/diagnostic services are necessary.

V. Extent to Which the Child Will Be Able to Participate in the Regular Educational Program

The activities and instructional time which a child will spend in the regular classroom must be clearly identified. This fulfills the requirement of PL 94-142 for least restrictive environment.

VI. Projected Date for Recitation of Services

Implementation of the IEP should occur as soon as possible after the development of the IEP.

VII. Anticipated Duration of Services

The duration of services is usually one year, but the time schedule is dependent on the child and the consensus of the IEP Committee.

VIII. Appropriate Objective Criteria to Determine if Instructional Objectives are Achieved

The criteria indicate the anticipated change in performance that will result from Special Education and Related Services. Depending upon how the goals and short-term objectives are written, this requirement may have already been satisfied.

IX. Evaluation Procedures to Determine if Instructional Objectives are Achieved.

Depending on the form used to write the objectives, the evaluation method may have been included in the instructional objectives.

X. Schedules for Review

The IEP must be updated and reviewed at least once a year. The review may occur anytime that a child's needs justify a change in the IEP.

(Adapted from Asha, 20, 380-397, May 1978.)

BIBLIOGRAPHY - Appendix B

Bricker, D. D., Imitative Sign Training as a Facilitator of Word-Object Association with Low-Functioning Children. American Journal of Mental Deficiency, 1972, 76, pp. 509-516.

The study focused on the development of initial word meaning by institutionalized, low-functioning children with severely limited language skills. Twenty-six children participated in the study, half in a control group and the other half in the experimental group. A training program was designed to "determine the effect of a sequence of imitative-sign, sign-word, and sign-object training on the development of labels as discriminative stimulus for choice between objects" (p. 510). Pre- and post-testing revealed that the training procedure, where children were required to give a sign following the presentation of a word and/or object, facilitated the development of word-object association. Figures and statistical data in support of the findings are given.

Brookever, Sheryl P. and Murphy, Nancy O., The Use of a Total Communication Approach with a Nondeaf Child: A Case Study. Language, Speech and Hearing Ser. in Schools, VI, July 1975, 3, pp. 131-139.

The case study is of a normal hearing young boy who was originally thought to be severely mentally retarded. After one year of diagnostic therapy, and another year of the Association Method of Education, a total communication system was introduced. The goal of the program was acquisition of functional language skills. A comparison of progress using the other methods of progress in the total communication system showed rapid growth and expansion of language skills with total communication. A list of core vocabulary words is given, as well as the developmental stages from single words to basic sentence patterns.

Fristoe, Macalyne and Lloyd, L. L., A Survey of the Use of Non-Speech Systems with the Severely Communication Impaired. Mental Retardation, April 1978, 16, pp. 99-103.

Non-speech systems, specifically manual signs, are being used with greater frequency. The major problem seen with the use of manual signing is confusion with different non-speech systems such as Ameslan, Signed English and various other sign systems, as reported in the survey. There appeared to be a lack of awareness of important differences among the manual communication systems.

Goodman, L., Wilson, P.S., and Bornstein, H., Results of a National Survey of Sign Language Programs in Special Education. Mental Retardation, April 1978, 16, pp. 104-106.

A survey sponsored by the Speech Pathology and Audiology section of AAMD was set up to obtain information on the use of signing with clients participating in special education programs. Information obtained revealed that signing is becoming a more viable and popular communication tool in these programs. Terminology, different sign systems, and methods of teaching need to be clarified and standardized so that comparisons of techniques and systems will be both useful and valid.

Hopper, Christine and Helmick, Richard, Nonverbal Communication and the Severely Handicapped: Some Considerations. American Association for Severely/Profoundly Handicapped Review, June 1977, 2, pp. 47-52.

The focus is on educational issues related to (1) "maintaining communicative repertoires, (2) shaping existing repertoires into functional, more standardized systems of communication, and (3) generalizing these skills". There is a literature reivew in each of the three areas and suggestions for basic and applied research.

Kahn, James V., A Comparison of Manual and Oral Language Training with Mute Retarded Children. Mental Retardation, June 1977, 15, pp. 21-23.

Twelve children were matched in threes and randomly assigned to a verbal language group, a sign language group, or a placebo group. The results indicated progress with the two language groups while the placebo group showed no progress. The study attempted to determine if sign language training would be more effective in teaching nonverbal retarded children than verbal language training. The results indicated both procedures were moderately successful.

Kotkin, Ronald and Simpson, Steve, A Sign in the Right Direction: Language Development for the Nonverbal Child. American Association for Severely/Profoundly Handicapped Review, September 1976, 1, pp. 75-81.

The use of sign language to facilitate the growth of receptive and expressive language skills is reviewed. Target populations and their behavior characteristics, as well as a procedural summary, are outlined for each of five uses of sign language: (1) to enhance receptive vocabulary, (2) to enhance verbal labeling, (3) as a parallel to oral expressive language, (4) to increase sentence length, and (5) as a major means of communication.

Linville, Sue E., Signed English: A Language Teaching Technique with Totally Nonverbal, Severely Mentally Retarded Adolescents. Language, Speech and Hearing Ser. Schools, 1977, 8:3, pp. 170-175.

The article describes a ten-month program which was designed for the development of language skills in nonverbal severely retarded adolescents. Signed English, used in conjunction with spoken English, was the mode of communication. At the completion of the program, its goals had been achieved: (1) development of basic communication skills, (2) improved language and concept development, (3) improved auditory comprehension, and (4) generalization from Signed English to speech as a form of communication.

Mayberry, Rachel, If a Chimp Can Learn Sign Language, Surely My Nonverbal Client Can Too. ASHA, Vol. 18, April 1976, 4, pp. 223-228.

The article is divided into two sections: explanation of the various manual communication systems and suggestions for using manual communication with normally hearing, nonverbal clients. The teaching suggestions include questions which may arise when therapy is being planned, selection of the communication mode which may be most appropriate for the client, and selection of signs which will be readily learned.

Richardson, Toni, Sign Language for the SMR and PMR. Mental Retardation, June 1975, 3, -. 17.

The Southbury Training School in Southbury, Connecticut developed a sign language program as an alternative to teaching speech as a mode of communication. During a two-year study, 75% of the mentally retarded and autistic children enrolled in the program showed progress in language comprehension and expression.

Topper, S., Gesture Language for a Nonverbal Severely Retarded Male. Mental Retardation, February 1975, 13, pp. 30-31.

A pilot program for the development of communication skills was carried out with nonverbal severely retarded students. Gestures, based on Indian sign language and sign language of the deaf, were developed for thirteen activities of daily living. Training sessions were held three times weekly for two months. Results of the program include: (1) attempts by the student to initiate gestures, (2) a reduction of frustration when the student is asked to speak, and (3) an increased interest in communication.

Zweiban, Sue Topper, Indicators of Success in Learning a Manual Communication Mode. Mental Retardation, April 1977, 15, pp. 47-49.

The Gesture Language Program was designed as an alternative mode of communication for nonverbal profoundly retarded residents of a state school. The author examines four tests to determine success in the learning of a manual communication system. The results of this investigation would establish a basis for enrollment in the Gesture Language Program. The Manual Expression portion of the Illinois Test of Psycholinguistic Abilities (ITPA, Revised Edition) appeared to be the most reliable indicator of success in the Gesture Language Program as evidenced by the highest significant correlation between the ME and the hours spent in therapy.

Short-term Objectives	Techniques/Strategies	Evaluative Techniques	Special Materials & Equipment
1. To establish an imitative response to 10 signed and verbally presented commands from ___% accuracy to 90% accuracy on at least 20 trials.	a) Signing b) Commands: 1. stand up 2. sit down 3. come here 4. look at me 5. close the door 6. open the door 7. give me 8. go to playroom 9. go to bathroom 10. get your coat c) Appropriate Reinforcement	Response without model given	Environmental objects
2. To establish spontaneous responding to signed and verbally presented commands from ___% accuracy to 90% accuracy on at least 20 trials.	a) Signing b) Same commands c) No model given d) Appropriate Reinforcement	Responding to trainer and significant others in the environment.	Environmental objects
3. To establish an imitative signing response to stimulus items (20 common nouns) from ___% accuracy on at least 40 trials.	a) Signing b) Physical prompting c) Appropriate Reinforcement d) Nouns: 1. dress 11. candy 2. coat 12. shower 3. pants 13. popcorn 4. chair 14. soap 5. shoes 15. water 6. juice 16. cup 7. ball 17. socks 8. bed 18. cat 9. toilet 19. hat 10. cookie 20. dog	Responding to trainer and significant others in the environment.	1. Peabody Picture cards/ teacher made cards. 2. Real objects found in child's environment.
	a) Sign "give me ___" using objects b) Sign "give me ___" using pictures c) Appropriate Reinforcement	Generalization to other environments.	1. Peabody Picture cards/ teacher made cards. 2. Real objects found in child's environment.

Short-term Objectives	Techniques/Strategies	Evaluative Techniques	Special Materials & Equipment
5. To establish spontaneous responding to the signed question "what is this?" whith 20 common nouns from ___% accuracy to 90% accuracy on at least 20 trials.	a) Signing stimulus question "what is this?" b) Physical prompting c) Use objects first, then transfer to pictures d) Appropriate Reinforcement	Responding in different environment to different people.	1. Peabody Picture cards/ teacher made cards 2. Real objects found in child's environment.
6. To establish receptive knowledge of child's own name of responding from ___% accuracy to 90% accuracy to signed phrase "give me Ann's _____".	a) Using Ann's and trainer's shoe, trainer will command: "give me Ann's shoe" or "give me trainer's shoe" b) Same as above using objects with both Ann and trainer holding specific items.	Responding in other environments and when in a group with other students signing names.	1. Peabody fruit 2. Ann's possessions 3. Trianer's possessions
7. To imitate manual signs for 10 common verbs from ___% accuracy to 90% accuracy on at least 20 trials.	a) Visual picture b) Verbal and manual presentation c) Trainer and Ann performs actions d) Action verbs: 1. eat 6. give 2. drink 7. throw 3. walk 8. jump 4. sit 9. walk 5. stand 10. sleep e) Appropriate Reinforcement	Responds without model	1. Peabody pictures 2. Teacher made pictures
8. To spontaneously sign action verbs in response to signed and verbal presentation "what" from ___% accuracy to 90% accuracy on at least 20 trials.	a) Require spontaneous response to: ___"What me" while trainer performs action ___"What" pointing to picture of action	Test generalization in other environments where situations are created for verb usage by Ann.	1. Peabody pictures 2. Teacher made pictures

Short-term Objectives	Techniques/Strategies	Evaluative Techniques	Special Materials & Equipment
9. To establish the spontaneous 2-word concept of recurrence "more + noun/verb" from ___% accuracy to 90% accuracy on at least 20 trials.	a) Establish imitative signing of "more + ____" b) Trainer presents cookie or sip of drink. When Ann shows interest, cookie will be withdrawn and "more cookie" signed by trainer. If "more cookie" is imitated, Ann receives cookie. c) Establish spontaneous response to presentation of edible by signing, after Ann has been given 1 edible, "what want". If Signed she will receive another piece. d) Appropriate reinforcement.	Use outside of training session and with untrained items.	Edibles: 1. popcorn 2. M & M 3. apple 4. Kool-Aid 5. cookie Other: 1. hug 2. objects or activities pertinent to child's environment.
0. To establish the spontaneous 2-word concept of non-existence "no + noun" from ___% accuracy to 90% accuracy on at least 20 trials.	a) Establish imitative signing of "no + ____." b) Create situation similar to 9B. c) Create situation similar to 9C. d) Appropriate reinforcement.	Use outside of training session and with untrained items.	Edibles: 1. popcorn 2. M & M 3. apple 4. Kool-Aid 5. cookie Others: 1. hug 2. objects or activities pertinent to child's environment.